

A Tisket A Tasket

m s m l s m m s s m l s m m

A tis - ket a tas - ket, a green and yel-low bas - ket, I

s s m m s s m m s s m l s m m

wrote a let - ter to my love and on the way I dropped it, I

s m m s m m s s m l s m

dropped it, I dropped it, and on the way I dropped it.

The musical score is written in 2/4 time on a single treble clef staff. It consists of three lines of music. The first line has 10 measures, the second line has 10 measures, and the third line has 8 measures. Above each measure, there is a letter (m, s, l) indicating the rhythm: 'm' for a half note, 's' for a quarter note, and 'l' for a half note with a ledger line above it. The lyrics are written below the staff, with hyphens indicating syllables that span across measures. The piece ends with a double bar line at the end of the third line.

SINGING

Sing the song in a range that allows the children to comfortably use their head (singing) voices as opposed to their chest (speaking) voices. Because of the song's narrow range, most children will be able to sing it successfully at the pitches written if they use their head voice.

To play the game, students sit in a circle. One student (Child A) walks around the outside of the circle carrying a handkerchief, letter, or other item until the very end of the song, when she drops it behind the nearest student and runs around the circle. The child behind whom the handkerchief was dropped (Child B) chases the first child until one of them reaches the empty spot. If Child A reaches the empty spot first then Child B becomes It.

If Child B reaches the empty spot first he may choose to be It himself or to have Child A be It again.

PLAYING

Have a few students play either the steady beat or the rhythm on classroom instruments while the class sings. If pitched instruments are used the pitches C, E, and G will harmonize the melody well.

CREATING

Play the game and have instrument players keep a steady beat while the class is singing (see "Playing"). When the chase begins the instrument players may improvise anything they want until the chase is over, when new instrument players are chosen.

LISTENING

Sing the song to the students phrase by phrase using a neutral syllable, such as loo, instead of words. Have them identify the pitches of sol, mi, and la and indicate which pitch is being sung using solfeg hand signs.

CURRICULUM INTEGRATION (Language Arts)

Discuss the parts of a letter or an address at a level appropriate to the students' understanding. Create a sample letter or envelope and use it when playing the game.